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ABSTRACT

This article describes the evolution of a confluent language program, which provides simultaneous processes for successful language learning, self awareness, self appreciation, and interpersonal communication. The confluent language curriculum design has been successfully implemented in language classes throughout the United States and in some European countries. Research and development of confluent language programs for Los Angeles City Schools is currently receiving assistance from federal funds. The project, "The Confluent Teaching of Foreign Languages," is currently being conducted in L.A. city junior and senior high schools and includes Spanish, French, German and Hebrew classes. Peripheral projects are being conducted for English, English as a second language, and bilingual classes. (Author/CFM)

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The Evolution of a Confluent Language Program

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Five years ago, a small group of language teachers in the Santa Barbara-Los Angeles area began working to devise methods and activities whereby modern language classes could tend to the immediate concerns and interests of students. Discouraged by decreasing enrollments in classes, and plagued by the problem of how to make a language class "relevant", they decided to poll the students as to how they would most like to use their language. How could the "foreign" or "second" tongue be relevant to them - serve their pow purposes?

The polls revealed that the students had various reasons for studying languages; however, one common thread weaving through all these reasons indicated that the students wanted to discuss more of their personal real life situations during their language classes. They wanted to use the language to learn more about themselves and each other, as well as to study the target culture. They also wanted to have more personal contact with the others in the class. [1] This meant that the teachers would need to find a way of incorporating introspective - interpersonal exercises to allow for the sharing of feelings, interests, personal imagery, values, attitudes, as well as of ideas, opinions, and impersonal descriptions in their daily lessons.

The teachers consulted the literature on humanistic psychology and education, and psycholinguistics for a program rationale and ideas for a curriculum. These sources presented the concept that language is the symbolic expression of one's self, and therefore that the "proper study of language is the study of the speaker". [2] Language should then be used for talking about oneself, for exploring aspects of one's personality such as feelings, beliefs, wants, attitudes, values, and the like, as well as for discussing items of a less personal nature such as buying, shoppong, working, studying, playing, and so on. It was noted that education movements, sometimes referred to as "affective", "humanistic", and

"psychological", had already developed ways to incorporate strategies for self awareness and interpersonal communications into established curricular areas. Practitioners from these movements were using techniques, activities, and methods originally designed for use in counselling classes, human relations courses, and growth groups, in their daily classes. [3] One movement in particular, Confluent Education, not only made use of introspective strategies in class for personal development, but weaved them into regular subjects lessons so that students could learn about themselves while studying basic subjects. In confluent classes, the personal growth activities applied to standard lessons served the students in three ways: (a) enabling them to reflect upon themselves and their own lives and to learn more about their own personalities, talents, wants, preferences. (b) allowing them processes for relating closely and helpfully with the others in the class. (c) providing them with personal activities that enabled them to find personal relevance in the subject being studied. [4] The confluent introspective strategies, applied to the actual teaching of a specific subject, enabled the students to study the subject while discovering and discussing aspects of their own personalities, feelings, wants, values, interests, and imagery with the others. (See Diagram 1)

Since the students had indicated in the polls that they wanted to experience personal and interpersonal growth while studying the language, it seemed that a confluent curriculum design applied to the traditional lessons and texts currently in use would be an appropriate response to students' needs. The teachers began by selecting confluent introspective (personal growth) exercises that could be easily adapted to textual lessons. A cognitive objective (language task to be mastered) was considered. Then an appropriate exercise enabling students to practice a specific language task while discussing themselves, was incorporated in the lesson. For example, in level one classes, the following matrix sencence was used to reinforce students' knowledge of the verbs être, aimer, préférer, détester, adorer, étudier, aller, and

désirer. The students completed the open ended statements with whatever information seemed real and personal to them (affective objective). They then shared the information with each other (interactive objective) in pairs and in small groups.

Je suis une personne qui est.....
qui aime.....
qui préfère.....
qui adore.....
qui étudie.....
qui va.....
qui désire.....

Yo soy una persona que es.....
que le gusta.....
que prefiere.....
que detesta.....
que adora.....
que estudia.....
que va.....
que desea.....

Some teachers prepared guided lists of vocabulary from which the students selected possible responses to complete the sentences. Other teachers allowed the students to offer their responses either in the target language or in English. Whenever an English response was offered, the teacher gave the student the target version to be practiced. Here are sample responsesfrom level one French and Spanish classes.

Je suis une personne qui est nerveuse et optimiste, qui aime les animaux qui préfère la cuisine chinoise, qui déteste la musique classique, qui adore Bruce Murphy, qui étudie le français, qui va aux concerts les weekends, et qui désire la paix et l'amour.

Yo soy una persona activo y romantico a quien le gustan los deportes que prefiere la comida Americana, que odia la musica clasica, que adora a Farrah Fawcett, que estudia espanol, que acude a los juegos deportivos los fines de semana, y que anhela paz y seguridad.

The personalized exercises were then followed by a series of reinforcement questions

T. Qui est nerveuse et optimiste?
S. Barbara est nerveuse et optimste.
T. Toi, tu es aussi nerveuse?
S. Quelque fois! Mais en général, je suis enthousiaste et chaleure
T. Qui préfère la cuisine chinoise?
S. Barbara préfère la cuisine chinoise?
T. Toi, tu préfères aussi la cuisine chinoise?

S. Beth prefiere la comida china.
T. Quien prefiere la comida china?
T. Quien es nervious y optimisto?
S. Jose es nervioso y optimisto
T. Tu eres nervioso tambien?
S. A veces! Pero, en general, soy entusiastico y amable.

When reinforcement questions on the personal material were completed, the students discussed the information with each other. The "tu" form of the verb reinforced the feeling of direct "I-You" communication among the students. (interactive objective)

T. Pouvez-vous faire une description de quelqu'un (une) dans la classe?

S. Oui! Barbara, tu es nerveuse et optimiste. Tu aimes les animaux et tu préfères la cuisine chinoise. Tu détestes la musique classique. Tu adores Bruce Murphy - oh là là! - et tu désires la paix et l'amour.

Mais moi, je suis actif et sportif. J'aime aussi la cuisine japonaise. Je déteste les films policiers à la télévision, mais j'aime beaucoup les emissions des sports. J'adore Bill Walton et Kareen Abdul-Jabbar, joueurs de basket. J'étudie la science et l'histoire à l'école. Les weekends je vais à la plage avec mes meilleurs amis. Je désire une bourse de U.C.L.A.

S. Si! Enrique, eres activo y romántico. Te gustan los deportes y prefieres comida japonesa. Detestas la música clásica. Adoras a Farrah Fawcett y estudias español. Acudes a los juegos deportivos los fines de semana y anhelas la paz y seguridad.

Yo, yo también soy activa y muy romántica. Me gustan las fiestas y el baile, y prefiero la comida italiana. Detesto la música de mocanrol. Adoro a Robert Redford, y estudio el español también. Yo voy a fiestas los fines de semana y bailo con mis amigos. Yo anhelo el amor, una familia buena, y un empleo que me llene de satisfaccion.

The following are exemplary confluent personal growth activities that are commonly used to present basic items of grammar. In all cases they are applied to a specific grammatical item (cognitive objective), call for a certain type of self reflection, or self validation (affective objective), and allow for personal sharing among the students and with the teacher (interactive objective).

VERB TO BE - ETRE/SER

1. Imagine that you are looking at yourself in a mirror. You begin thinking

about all your personality strengths - those traits that you really like about yourself, and which you know others appreciate about you. Suddenly you realize that you are thinking out loud and others can now hear what you are saying about yourself. What do they hear?

S#1 Je suis charmant, intelligent, et optimiste
Je suis sportif, chaleureux, et tranquil

Soy amigable, inteligente y, activo
Soy una persona abierto, logico y tranquilo.

Now describe yourself to three others in the class. They will also tell you about themselves.

S#1 Je suis charmant, intelligent, et optimiste. Et toi?
S#2 Moi, je suis aussi intelligent, mais tranquil et calculateur.

S#1 Soy amigable, inteligente y activo. Y tu?
S#2 Yo, yo tambien soy amigable, pero a la misma vez cauto y calculador.

(Repeats same procedure with two others)

Take time, now, to write descriptions of the others whom you met.

(Students writes): Bob est sportif, chaleureux, et tranquil. Trish est romantique, amicale, et charmante. Henry est têtu, fort, et actif.

Peg es abierta, logica y tranquila. Alicia es romantica, entusiasta y gentil. Marty es atletico, fuerte, y orgulloso.

Teacher Note: It is suggested that you follow oral activities with written work. This not only enables the students to reinforce their knowledge of the structures, but also to accustom themselves to both conversing and writing about the real life situations of the others in the class.

VERB TO HAVE - AVOIR AVEC UN et UNE/tenir CON UN Y UNA

List your favorite possessions. These are things that you value very much.

J'ai une chatte, une poupée de ma meilleure amie, un collier de Mexique, et une montre de ma tante.

Tengo un perro, un anillo que me dio me mejor amigo, una foto de mi novia, y una billetera de mi hermano.

Find others in the class whose list is similar to yours. Form groups of no more than

four and read your lists to each other.

S#1 J'ai une chatte, une poupée, un collier, et une montre. Et. toi, qu'est-ce que tu as.

S#2 J'ai une bicyclette, un racquet de tennis, un stereo, etune télé Et toi, qu'est ce que tu as?

S#3 J'ai une photo de ma famille, une bague, une robe spéciale, et un album de Neil Diamond.

S#4 J'ai une bague, un auto VW, un chien, un stéreo, et un tricot.

S#1 Yo tengo un perro, un anillo, una foto y una billetera. Y tu,¿ Qué tienes?

S#2 Yo tengo una biblioteca, equipo para jugar al golf, discos, y una televisora. Y tu,¿ qué tienes?

S#3 Yo tengo discos, una grabadora de cinta magnética y equipo para ir de pesca.

S#4 Yo tengo un anillo, un auto, un stereo y una guitarra

Teacher Note: In this case, the students began with written work and expanded to conversation practice using the same structures. You might want them to practice other verb forms by having them address each other,or talk about each other

Examples: Bob, tu as un chien et une bicyclette
Il a un chien et une bicyclette

Carlos, tu tienes una raqueta para jugar al tenis y una bicicleta.

El tiene una raqueta para jugar al tenis y una bicicleta

POSSESSIVE PRONOUNS

1. Form groups of six persons. Imagine that you are members of a small society that is just beginning to make itself known in the world. You have:

a) a flag
b) colors
c) a motto
d) a symbol
e) a name

Tell us what each of these is:

Premier Group:

Notre drapeau est celui-ci (shows class a drawing of the flag).
Nos couleurs sont vert, jaune, et blanc.
Notre devise est "Toujours numéro un"
Notre symbole est le numéro un en haut d'une montagne
Notre groupe s'appelle "Les plus"

Primer grupo:

Nuestro grupo está aquí (muestra un dibujo de la bandera a la clase).
Nuestros colores son rojo, blanco y amarilo. Nuestro lema es "El Mejor"; Nuestro simbolo es el sol en circulo rojo; el nombre de nuestro grupo es "Fantasticos".

Teacher Note: When each group has completed this task, have each group present this information to the entire class. In this manner, the students not only reinforce their knowledge of the basic structures of this lesson, but engage in a lively discussion of their work.

T. (after each group has presented the information) Quel est leur symbole? Leurs couleurs? Leur devise? Etc.

T. Que es su simbolo? Sus colores? Su lema?

IMPERATIVE:

1. Think about some of the commands or demands you receive from others. List these. Next to each demand, indicate the name(s) of the person(s) who issues it to you.

S#1	Travaille bien!	Mon père.
	Faites attention!	Mon prof.
	Conduis lentement!	Lucy
	Décidez un métier	Mes parents.
	Trabajo mucho.	mi padre
	Pon atención!	mi maestro/a
	Haz mucho dinero!	mi hermano mayor
	Consiga un buen trabajo!	mi padre

Now indicate how you feel about each command.

S#1	Travaille bien!	Mon pere	Je suis content.
	Faites attention!	Mon prof.	Ca me gene quelque fois
	Conduis lentement!	Lucy.	Je me sens impatient.
	Décidez un métier!	Mes parents	Je me sens inquiet.

con't

S#1	Trabaje mucho!	Mi padre	Estoy contento/a!
	Estudie mas!	Mi maestro/a	Me siento molesto pero es la verdad.
	Haz mucho dinero!	mi hermano mayor	Estoy acuerdo!
	Consiga un buen trabajo!	mi padre	Estoy nervioso pero lleno de esperanzas

Find others in the class who have similar commands as yours. See if you have the same feelings as they.

S#1 Tu dis: "Travaille bien" et je suis content. Tu dis aussi: "Travaille bien" mais tu es malheureux.

He "Trabajado mucho" y estoy contento. Tu tambien has "Trabajado mucho" pero no estas contento.

Now think of commands you give others. List these and indicate to whom you usually give them.

S#1	Achète-moi de nouveaux vêtements!	à ma mère.
	Etudie plus!	a moi-même
	Sois sage!	a ma meilleure amie, Rose.
	Ganemos!	Al equipo
	Vamos a comer!	a mi familia

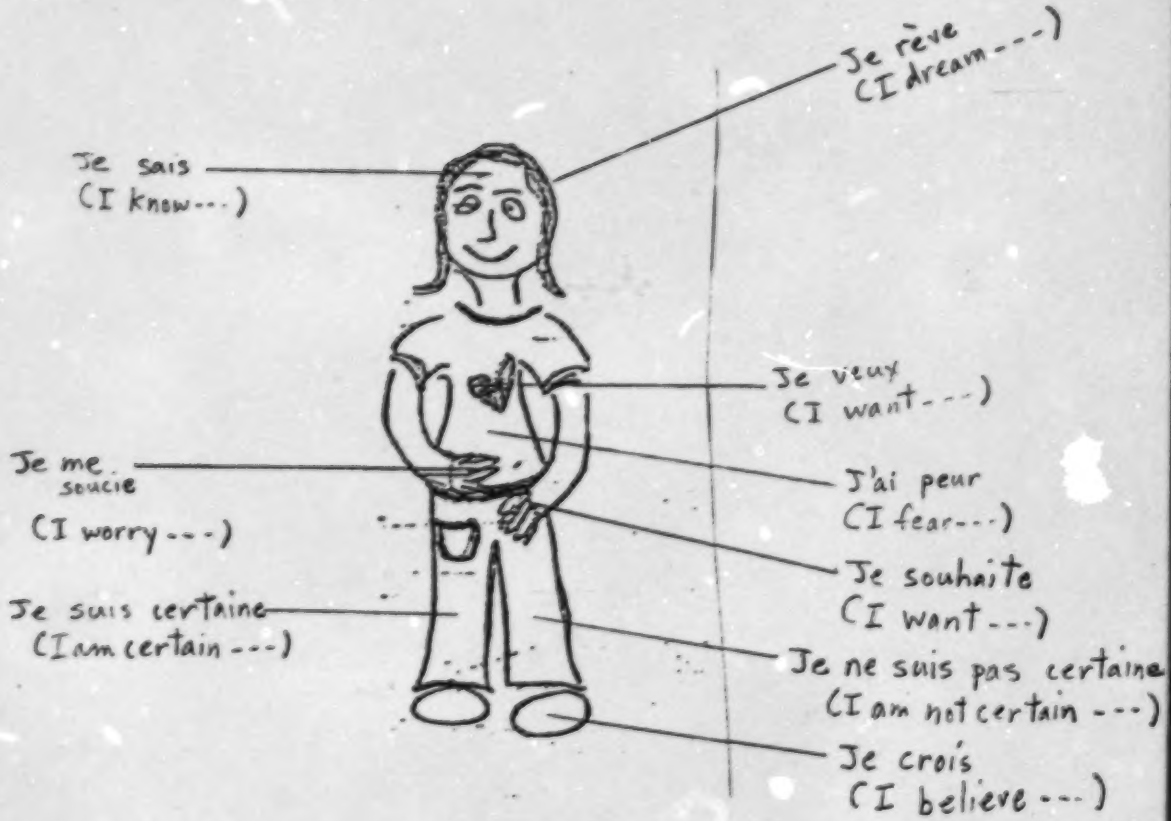
Find others in the class who have similar commands. Notice similarities, and differences between the persons to whom you give commands.

Revision de SUBJONCTIF et INDICATIF

1. Draw your body on a large piece of paper. Label your body as follows:

Head:	I dream about.....
Eyes:	I know about.....
Shoulders:	I worry about.....
Heart:	I want.....
Stomach:	I fear that.....
One hand:	I want to learn how to.....
One leg:	I am certain that.....
Other leg:	I am not certain that.....
Feet:	I believe that.....

Je rêve à faire un voyage en Europe.
Je sais que je suis intelligente.
Je me soucie de mes notes.
Je veux que ma soeur recoive une bourse de Cal Berkely.
J'ai peur que les autres ne m'acceptent pas.
Je peux jouer très bien au tennis.
Je souhaite apprendre à jouer de la guitare
Je suis certaine que la paix est preferable à la guerre.
Je ne suis pas certaine que les guerres soient finies pour toujours
Je crois en Dieu.



Sueno con tener éxito.
Sé que soy un estudiante excelente.
Me preocupo por tener un buen trabajo.
Quiero que que mi padre goce de buena salud.
Me temo que no tiene la salud buena.
Yo puedo resolver problemas difíciles.
de matemáticas.

Quiero aprender como se operan las computadoras.
Estoy seguro de que el tener requezas es mucho mejor que estar pobre.
Tengo la completa seguridad que nuestra economía es estable.
Yo creo en nuestro país.

Each teacher decides when and where to incorporate the confluent growth strategies into the lessons. Most prefer to present the grammar and vocabulary as it appears in the text (cognitive component). When the students have been exposed to the basic items of grammar outlined in a particular lesson, they then practice their language by discussing (interactive component) personally relevant material surfaced from their participation in the growth strategy exercises (affective component); for example, suppose the students have been introduced to a lesson on possessive pronouns. They review the material as it appears in tne textcompleting the exercises and assignments. When they have sufficiently mastered the material, the teacher adds an appropriate growth strategy from the section marked "Possessive pronouns". The students then practice this structure (cognitive) while exploring aspects of themselves (affective), and sharing this information with the others (interactive).

T. Indiquez quatre aspects de votre caractère que les autres semblent aimer le plus.

S. Je crois que les autres aiment mon intelligence, mon charme, mon esprit et mon imagination

T. (A un autre étudiant) Dites à Terry les aspects de son caractère qu'on aime.

S. Terry, les autres aiment ton intelligence, ton charme, ton esprit, et ton imagination.

Research from theseprojects has shown that the more frequently the teacher reinforces the textual presentations of grammar with occasions for introspection and self disclosure, the higher seem to be the scores for oral and written competence.

The students who scored highest on the tests were from classes where the confluent growth strategies were used for three or more classes per week. [5]

When the "growth strategies" were first introduced into regular lessons, teachers noticed an increment of enthusiasm and energy flowing in the classes. Several teachers reported that previously "turned off" students had begun to participate in the language exchanges. Other teachers reported higher test scores on oral and written work by their students, and some even indicated that students' scores on tests for cultural awareness had increased. In some schools, enrollments in classes increased. One adult education teacher reported that, in three years she tripled the enrollment in her language classes. One high school teacher wrote that a team of language teachers from the local college had visited her beginning French Class. These college teachers rated the oral communicative proficiency level of the students as level three. They were surprised to discover that the students were in their second semester of level one. Written compositions of these same students were given to a team of university French teachers to read. The compositions were scored and proficiency levels indicated. Mean scores indicated that these university teachers thought the students to be at a high level two.

Encouraged by these results, it was decided to apply empirical methods of research to some of the classes in order to obtain more reliable information as to the effects of using introspective strategies on secondary and college students. The variables of oral and written communication skills, use of affective words, self identity and esteem (self concept), interpersonal relationships, and positive attitudes were selected as the principle foci of the research.

The first study was done with a college French one class. Results indicated that those students taught by the teacher using confluent methods and growth strategies, scored sig nificantly higher on tests for oral and written communicative

competence, the use of affective words, and they also showed greater growth in self identity and esteem, interpersonal relationships, and positive attitudes toward themselves, the class and the teacher, than did those students taught by less personal methods. [6]

The second project involved four experimental classes of junior and senior high school students. Results indicated that those students taught by confluent methods scored significantly higher in tests for oral and written communicative competence, the use of affective language showed significantly more favorable attitudes toward their teacher, than did students taught by standard textual methods. The experimental group's mean scores for self identity and esteem, interpersonal relationships, and positive attitudes were consistently higher than those of the comparison group, although significant results were not achieved toward themselves, the others, and the language. [7]

The observational reports and empirical studies indicate that by incorporating the confluent methods and growth strategies into language classes, teachers are not only satisfying the "now student's" need to discuss personal information with the others and to learn more about him/herself and the others, but are also providing successful means for mastering basic language structures. Students become proficient in language skills while learning processes for growing in self identity and esteem, as well as in human relations.

Thirty teachers are actively engaged in using and developing confluent growth strategies and activities in language classes. Another twenty, with the assistance of a federal grant, are receiving intensive preparation in the use of confluent methods of language teaching. [8]

Students of these teachers report that they enjoy using their language to talk

about themselves and to learn about others while learning the language and culture of other people. They feel that the foreign language serves them personally, and that they do not need to wait until they meet a native speaker, nor visit places of authentic culture, until they can use the language for relevant purposes. As one student mentioned in her year-end evaluation of the class: "J'adore ma classe de francais parce que je me connais en apprenant le francais". [9]

The same lessons offered in this article have been found to be highly effective in motivating student interest and proficiency in language classes. These strategies may be used by teachers without formal instruction in the use of personal affective teaching methods. It is suggested, however, because most teachers are accustomed to textual exercises of a less personal-self disclosing nature, that teachers first try the growth strategies and introspective activities on themselves, or with other teachers, before using them with the students. Such prepatory consideration helps teachers to determine their own responses to self disclosing activities, and subsequently, to gauge the possible responses of the students. Teachers are also able to determine more clearly where each strategy might be successfully introduced into standard lessons.

Information concerning this work and research in available by writing to: Confluent Education Research Center, Box 30128, Santa Barbara, CA 93105, or to "The Confluent Teaching of Foreign Languages", 1061 Temple Street, Los Angeles, California 90012.

CONFLUENT CURRICULUM DESIGN (as applied to language teaching)

Core Questions	Values	Relationship to Basic Life Needs	Humanistic Concept
What do I value or affirm as being good?	1. Subject mastery (language proficiency)	1. Power to master basic skills (to do something well)	POWER
	2. Self Awareness and Esteem	2. Self identity, concept, and esteem (knowing, affirming, and valuing who I am).	SELF AWARENESS
	3. Positive Human Relationships	3. Positive human relationships. (understanding how to form helpful relationships with others).	AFFILIATION

What do I want?	Goals	What do I have the students do?	Objectives
	1. Language proficiency. Students will increase proficiency in oral and written communication skills.		1. Cognitive-language skill to be mastered
	2. They will acquire the skills of self identification, self concept formation, and self esteem.		2. Affective-item of self awareness
	3. They will acquire the skills for forming positive relationships with others.		3. Interactive-interpersonal dynamic
	4. They will show positive attitudes toward themselves, the teacher, the others, and the language.		

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Diagram 1

FOOTNOTES

[1] A detailed description of this research project to determine student attitudes toward their language classes is found in Beverly Galyean and Lucille Rader, Survey of Student Attitudes Toward Secondary Language Classes, Joint Report for Immaculate Heart College, Los Angeles, and the Confluent Education Research Center, Santa Barbara, 1972.

[2] For a thorough discussion of this issue, the reader is referred to Neil Postman and Charles Weingartner, Linguistics: A Revolution in Teaching, New York: Dell Publishing Company., 1966; A.R. Luria, "The Directive Function of Speech," word 15, part 2 (August, 1959); Maurice Merleau-Ponty, Phenomenology of Perception, London: Routledge and Kegan, 1962

[3] C.H. Patterson, Humanistic Education, Englewood Cliffs, New Jersey: Prentice-Hall, 1973; Gerald Weinstein and Mario Fantini, Toward Humanistic Education: A Curriculum of Affect, New York: Praeger, 1972

[4] George Brown, et al., Human Teaching for Human Learning New York: Viking, 1971

[5] Beverly Galyean, The Effects of a Confluent Language Curriculum on the Oral and Written Communication Skills, Self Identity and Esteem, Attitudes, and Interpersonal Relationships of Junior and Senior High School French and Spanish Students, Research Report, Confluent Education Research Center, Santa Barbara, 1977a.

[6] _____, The Effects of a Confluent Language Curriculum on the Oral and Written Communication Skills, and Various Aspects of Personal and Interpersonal Growth, on a College French Level One Class, Unpublished Doctoral Dissertation, University of California at Santa Barbara, 1977b.

[7] _____, 1977a, op.cit.

FOOTNOTES CON'T

[8] These teachers are participating in a federally funded project (ESEA TITLE 4-C) "The Confluent Teaching of Foreign Languages" for Los Angeles City Schools. The term "Confluent" refers to the merging of cognitive, affective, and interactive goals and objectives into one learning experience.

[9] Student opinions of confluent language classes as indicated in the February Interim report for the federal project, "The Confluent Teaching of Foreign Languages", 1978, Los Angeles City Schools.